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the index. The method of anglicizing only familiar proper names is a difficult one to carry out; one would surely expect Lucan rather than Lucanus.

But these are minor defects. Professor Foster has certainly given us a translation which may be read with pleasure, for his eccentricities of style and of diction rather entertain the weary wayfarer; and, so far as the reviewer has been able to test it, it is an accurate translation. One might wish that other scholars would give us translations of important writers instead of adding to the great number of school and college editions already on the market.

The volumes are handsomely bound and well printed. Outside of the index misprints are few in number and mostly confined to the Greek words in the occasional footnotes on textual variants.

JOHN C. ROLFE

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A Supplementary Latin Composition. By H. C. NUTTING. Revised and enlarged Edition. Boston: Allyn and Bacon, 1906. Pp. viii + 135. \$0.80.

This revision is so superior to the first edition that it is practically a new work. As its title suggests, the book aims to supplement the manuals now in vogue, not to supplant them. It offers the upper classes of secondary schools a series of review tests to be used after completing the regular textbook in Latin composition. The contents include a grammatical introduction, thirty-two lessons of isolated sentences, and forty of connected discourse with appropriate vocabularies at the end.

The grammatical introduction presents an admirable summary of the most important principles of Latin syntax. References are given to the grammars in common use, but in many instances the author also propounds an independent rule, incorporating therein the latest deductions of scientific investigators. We have here therefore a more advanced scholarship than is generally found in the school grammars. Rule 84, however, is true of the active voice only. To Rule 31 we shall find numerous exceptions in the literature; but Professor Nutting gives merely a brief statement of a general principle, wisely leaving it to the authors of more elaborate works to state the limitations of the rule. Again, Rule 18 is not to be restricted to those clauses only in which "the subject of the sentence is an infinitive."

The lessons containing the isolated sentences are grouped in six sections, each of which offers material for a complete grammatical review. The forty lessons of connected discourse tell the story of Catiline's life *in extenso*. Choice English is used in all the exercises, and the book is exceptionally free from typographical errors.

The principal parts of irregular verbs are given in a separate list, compounds being entered under the simple verb. For the most part the footnotes and vocabulary give the learner sufficient help for his proper guidance and encouragement, but some of the former seem superfluous, as they merely repeat idioms that are

found in the latter. Long vowels are carefully marked. Occasionally the vocabulary fails to give the needed word, as "mingle," required for p. 60, "October," for p. 65. The future participle of *morior*, needed for No. 6 of p. 24, is not given. Also, the vocabulary does not differentiate between synonyms or explain the constructions they require; thus, under "injure" is found the bald entry, *nocēre, laedere*. *Exsilium* is to be preferred to *exilium*. But this is hypercriticism. The book is a good piece of work. Even college freshmen, *me iudice*, can use it with profit.

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A First Latin Book. By WILLIAM GARDNER HALE. Chicago: Atkinson, Mentzer and Grover, 1907. Pp. xvi + 354. \$1.

This is the fifth revision of the original draft that has been used in mimeographed form and in advance sheets by many other teachers besides Professor Hale. The book consists of Part I: Pronunciation; Part II: Learning to Read—68 lessons—212 pages; Part III: A series of twelve chapters (a condensation from the fifth book of Caesar) with footnotes; a summary of constructions and of forms; an English vocabulary of the same length as the Latin. The work is thoroughly indexed and attractively bound. Of the 961 words 91½ per cent. are from the *Gallic War*. It is a complete introduction to Caesar. The main part of the book—the 68 lessons—is longer than in most books of the kind, partly because every form is given in the body of the book and partly because fuller explanations than usual are given. In actual experience, however, the book does not go slowly. It is designed to cover 32 weeks' work.

In his Introduction (to the student) the author has put himself at once in the student's place, answering for him the question: What is Latin good for? The setting of the lessons that follow is always a situation in real life. "The Complaining Schoolboy," "The Father and the Lazy Schoolboy," "Illness and Drooping Spirits," "The Pleasures of Work," "An Adventure of the Small Boys," are some of the titles of the reading matter. Then one of the boys proposes a mock war—an idea derived partly from Horace and partly from the author's own children—and a regular organization is effected with drilling and an ultimate battle. The book ends with a condensed story of real warfare—Caesar's dramatic account of the destruction of a Roman legion—the attack upon another and the rescue by Caesar. There are no new forms in Part III and no new syntax. The notes tie together and fix in the memory what has already been learned.

The book commands attention. It was made in the classroom—the result of practice and theory. "An Experiment in the Teaching of First and Second Year Latin," by Professor Hale, printed in the *Classical Journal*, Vol. I, No. 1, December, 1905, made teachers look forward to a beginner's Latin book which should record the author's experience in actually teaching Latin for two years in the University High School of Chicago. The record is one of real children and their difficulties, and it is impossible to read the book without feeling the